

		Basic	Intermediate	Advanced
1	Handling Sources	Appropriately cite sources according to standard citation practices/styles	Use relevant databases and library resources	Get a “feel” for the literature in a particular area (locate relevant sources and discern which sources are more central than others)
2	Understanding and Assessing Arguments	Show understanding of what an argument is. Identify premises and conclusions.	Reconstruct arguments from more difficult texts	Identify and assess different argument forms (deductive, inductive, abductive etc).  Deploy tools of formal logic to analyze arguments
3	Making a philosophical argument	Construct a short argument in one’s own words. Anticipate and respond to objections.	[Nothing distinctive here]	Construct a sustained, novel argument for a philosophical thesis that pulls together multiple philosophical strands.
4	Responding to feedback	Formulate or adjust one’s line of reasoning in response to direct, instructor feedback	Assess and appropriately act on different sources of feedback (eg. peer review)	Write multiple drafts of a larger project.  Assess and appropriately act on different feedback from multiple instructors
5	Orally presenting ideas	Articulate questions and responses in class discussions	Engage in a sustained philosophical discussion	Frame and articulate problems and positions for a general audience.  Deal with questions from the audience

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6	Careful engagement and reading of texts	<p>Large parts of the text are often obscure or difficult; learn how to identify what they do not understand and interpret what they can, how to offer a variety of interpretations if the meaning is unclear.</p> <p>Provide charitable interpretation, but be able to critically engage with the reading and pose questions about the text.</p> <p>Overall, see what the author's puzzle(s) is/are; whether and how the puzzle is relevant today and/or to their experience and thinking.</p>	<p>Classic readings: contextualize the interaction by learning about the author while still being able to regard the text as making philosophical claims with which we agree or disagree.</p> <p>Contemporary readings: identify the scope of inquiry, the assumptions, the discussion in which the philosopher is engaged, in some cases also the philosophical lineage of the problem, learn how to engage with a complex argument.</p>	<p>Situate one's engagement with the text, if appropriate, within the contemporary philosophical landscape.</p> <p>Competently adjudicate among several plausible interpretations and see nuances.</p>
7	Engaging historical texts	Having some awareness that the text may be translated, edited, or otherwise prepared prior to their engagement with it	Understanding the relevant facts about the translation and editorial preparation of the texts they are using.	A sophisticated understanding of how the translation or editorial preparation of the work they are using affects the arguments they may reasonably make using the text
8	Developing philosophical sensitivity (i.e. learning to discern fruitful lines of questions and inquiry)	Asking questions, making points, and developing theses that are relevant (broadly construed) to the topic under discussion	Choosing paper topics (based on issues explored in class) that are of appropriate scope and sufficiently philosophically rich	<p>Choosing a research topic independently that is of appropriate scope and sufficiently philosophically rich.</p> <p>Leading discussions/lessons on a philosophical topic of choice</p>

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9	Understanding the nature of philosophical inquiry	Understand the difference between philosophical inquiry, rhetoric, and the airing of unsupported opinions.	Appreciate the kinds of evidence and arguments that philosophers bring to bear when conducting philosophical inquiry.	Be able to identify and embody in one's own work the features that set high-quality philosophical analysis apart from philosophical hackery.
10	Gaining a capacity to enter and work with a philosophical system	Gain awareness of the difference between a targeted answer to a single question vs. a coherent set of related answers to a broader range of questions	Be able to reason within a philosophical system, e.g., by being able to answer a range of questions about what some philosopher or philosophical theory did, would, or should say about some issues.	Be comfortable switching between more than one philosophical system or viewpoint for purposes of approaching philosophical questions.